Huish Episcopi
PRIMARY SCHOOL

Child Protection and Safeguarding Policy

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Child Protection and Safeguarding Policy

Provision Details

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If you are worried about a child or young person who could be in danger please contact:

- Children's Social Care on 0300 123 2224
- Children's Social Care at childrens@somerset.gov.uk
- the Police.

For more information, please go to: http://www.somerset.gov.uk/childrens-services/safeguarding-children/report-a-child-at-risk/

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Part 1 – Policy

Definitions

Safeguarding is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best outcomes.

Child Protection is defined in Section 47 of the Children Act 1989 as when a child is suffering or is likely to suffer significant harm.

Under statutory guidance and legislation, action must be taken to safeguard and promote the child's welfare.

Introduction

At this school:

- Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who works with children, their families and carers, has a role to play
- To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should always consider what is in the best interests of the child
- We take an 'it can happen here' approach where safeguarding is concerned
- Everyone who works with children has a role to play in identifying concerns, sharing information and taking prompt action
- Victims of harm should never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

This school is committed to safeguarding and promoting the welfare of children by:

- The provision of a safe environment in which children and young people can learn
- Acting on concerns about a child's welfare immediately
- Fulfilling our legal responsibilities to identify children who may need early help or who are suffering, or are likely to suffer, significant harm.

All action taken by this school will be in accordance with:

- Current legislation (summarised in Working Together to Safeguard Children)
- Statutory, national, and local guidance, including:
    - Working Together to Safeguard Children (2018), which sets out the multi-agency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools
    - Keeping Children Safe in Education (2021), which is statutory guidance issued by the Department for Education that all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children
    - Early Years Foundation Stage statutory framework (2021) is statutory guidance which sets standards that school and childcare providers must meet for the learning, development, and care of children from birth to 5
- Guidance from the Somerset Safeguarding Children Partnership
- Government guidance relating to COVID-19: The full collection is available on the government website. This school has created an addendum to this document to reflect changes made during lockdown or in the event of a further lockdown. These are accessible via Appendix F.

This policy should be read in conjunction with the following school/trust policies:

- Whistleblowing
- Code of Conduct
- Behaviour
- Online Safety
- Health and Safety (compendium of policies)

Headteachers should ensure that the above policies and procedures, adopted by governing bodies and proprietors, are accessible, understood and followed by all staff.

Equalities Statement
With regards to safeguarding we will consider our duties under the Equality Act 2010 and our general and specific duties under the Public Sector Equality Duty.

General duties include:
- Eliminate discrimination, harassment, victimisation, and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all protected characteristics between people who share a protected characteristic and people who do not share it.

Details of our specific duties are published under Preston Primary Academy Trust's Equal Opportunities policy equality statement and measurable objectives.

This school adheres to Somerset's Children and Young People Plan 2019-2022.

Staff are aware of the additional barriers to recognising abuse and neglect in children with Special Educational Needs and Disabilities (SEND). This will be in line with our Special Educational Needs and Disability Policy.

This school also adheres to the principals of and promotes anti-oppressive practice in line of the United Nations Convention of the Rights of the Child and the Human Rights Act 1998.

Overall Aims

This policy will contribute to the safeguarding of children at this school by:

- Clarifying safeguarding expectations for members of the education setting's community, staff, governing body, pupils, and their families
- Contributing to the establishment of a safe, resilient, and robust safeguarding culture in the setting built on shared values; and that our pupils are treated with respect and dignity, taught to treat each other and staff with respect, feel safe, have a voice and are listened to
- Supporting contextual safeguarding practice recognising that the setting's site can be a location where harm can occur
- Setting expectations for developing knowledge and skills within the setting's community (staff, pupils, parents/carers) to the signs and indicators of safeguarding issues and how to respond to them
- Early identification of need for vulnerable pupils and provision of proportionate interventions to promote their welfare and safety
- Working in partnership with pupils, parents, and other agencies in the Local Safeguarding Partnership including Early Help.

Professional Expectations, Roles and Responsibilities

This school is named as a relevant agency in the Somerset Safeguarding Children Partnership. This policy sets out its statutory duty to co-operate, follow and comply with published arrangements as set out by the Somerset Safeguarding Children Partnership's professional expectations, roles, and responsibilities.

Roles and Responsibilities of All Staff

- All staff will read and understand Part 1 of statutory guidance Keeping Children Safe in Education (2021). Those working directly with children will also read Annex B. Staff that do not work directly with children will be asked to read Annex A instead
- All staff will be aware of the systems in place which support safeguarding including reading this Safeguarding and Child Protection Policy; the Behaviour Policy; the Code of Conduct; safeguarding response to children who go missing from education; and the role of the Designated Safeguarding Lead (DSL)
- All staff will know how to contact the DSL and any deputies, the Chair of Governors, and the named Governor responsible for safeguarding
- All staff will be able to identify vulnerable pupils and take action to keep them safe. Information or concerns about pupils will be shared with the DSL where it includes those:
    - who may need a social worker and may be experiencing abuse or neglect
    - requiring mental health support
    - may benefit from early help
    - where there is a radicalisation concern
    - where a crime may have been committed
    - Be clear as to the setting's policy and procedures about peer-on-peer abuse, children missing education and those requiring mental health support, and the impact of technology in relation to online safety
    - Be involved where appropriate, in the implementation of individual

    plans to further safeguard vulnerable pupils and understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
    - Record concerns appropriately and in a timely manner by using the setting's safeguarding systems
- All staff will be aware of the need to raise to the Senior Leadership Team any concerns they have about safeguarding practices within the school.

Role of the Designated Safeguarding Lead

Details of the DSL and Deputy DSLs are available at the beginning of this policy and on our school website. Duties are further outlined in Keeping Children Safe in Education (2021, Annex C).

- The DSL is member of the school's Senior Leadership Team and has lead responsibility for safeguarding and child protection within the setting
- The DSL works with the Headteacher (if they are not the Headteacher), and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils in need are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievement at school or college.
- Activities include the management of work undertaken by any Deputy DSLs

- Manages early identification of vulnerability of pupils and their families from staff through cause for concerns or notifications. This will ensure detailed, accurate, secure written records of concerns and referrals
- Manages referrals to local safeguarding partners where pupils with additional needs have been identified. These can include those:
    - who need a social worker and may be experiencing abuse or neglect
    - requiring mental health support
    - who may benefit from early help
    - where there is a radicalisation concern
    - where a crime may have been committed.

The DSL will also:

- Be a key point of contact for outside agencies about safeguarding
- Support and advise other staff in making referrals to other agencies
- When required, liaise with the case manager and the Local Authority Designated Officer (LADO) in relation to child protection cases which concern a staff member
- Coordinate safeguarding training and raise awareness and understanding to the school community around policies and practice in relation to safeguarding.
- Help promote educational outcomes by sharing information about vulnerable pupils with relevant staff. This includes ensuring that staff:
    - know who these children are
    - understand their academic progress and attainment and maintain a culture of high aspirations for this cohort
    - Are supported to identify the challenges that children in this group might face
    - Provide additional academic support or make reasonable adjustments to help children who have or have had a social worker to reach their potential
- Ensure the successful transfer of the Safeguarding/Child Protection File when a pupil moves on to a new setting
- Ensure appropriate safeguarding cover and availability during term time/any out of hours/out of term activities managed by the school.

Role of the Governing Body

There is a Safeguarding Governor at this school who takes responsibility for the setting's safeguarding responsibility to ensure that safeguarding and child protection practice, process, and policy (including online safety) is effective and is compliant with legislation, statutory guidance, and Local Safeguarding Partnership arrangements. There is also a Safeguarding Director who sits on the Preston Primary Academy Trust board.

Duties are further outlined in Keeping Children Safe in Education (2021, Part 2).

- The appointed Safeguarding Governor will liaise with the Headteacher and the DSL to complete the S. 175 (annual safeguarding) audit for the Somerset Education Safeguarding Service
- Ensure that the school remedies any deficiencies or weaknesses brought to its attention without delay
- Ensure that this document is updated annually (or when there are significant updates)
- Ensure that the DSL is an appropriate senior member of setting's Senior Leadership Team and ensure that they have adequate time, funding, training, resources, and support to carry out their role effectively
- Ensure that the training and learning for the school community is robust and effective
- Ensure that pupils are taught about safeguarding on the curriculum including online safety in compliance with statutory guidance Relationships and Sex Education (RSE) and Health Education and Early Years Foundation Stage (EYFS) Statutory Framework
- To ensure that teachers, including supply teachers, other staff, volunteers, and contractors have appropriate checks carried out in line with statutory guidance Keeping Children Safe in Education (2021, Part 3)
- Ensure that there are procedures in place to manage safeguarding concerns or allegations against teachers, including supply teachers, other staff, volunteers, and contractors who may not be suitable to work with or pose a risk to pupils, this includes having a process to manage low level concern
- Ensure that systems are in place for pupils to effectively share a concern about a safeguarding issue they are experiencing, express their views and give feedback
- Ensure that the setting has systems in place to prevent, identify and respond to Peer-on-peer abuse (including sexual abuse and sexual harassment) and mental health concerns, and review the effectiveness of the setting's online safety practices
- Appoint a designated teacher to promote the educational achievement for children in care and other care arrangements.

Safeguarding Training for Staff

- Governing bodies will ensure that all staff members undergo safeguarding and child protection (including online safety) training at induction
- Will receive appropriate safeguarding and child protection (including online safety) refresher training at least on annually (via formal training, email e-bulletins and staff meetings)
- All staff must complete FGM awareness training and will understand their legal duty under the Mandatory Reporting Duty
- All staff must complete PREVENT awareness training. This is to ensure that they can comply with the legal expectations under the PREVENT duty

Staff training includes clear reference to internal whistleblowing policy and guidance for escalating concerns.

Training for Designated Safeguarding Leads and Deputies

In addition to the all-staff training outlined above, the Designated Safeguarding Lead and Deputies will undergo formal training provided by the Somerset Safeguarding Children's Partnership (SSCP) to provide them with the knowledge and skills (including online safety) training required to carry out the role. The training will be updated every two years.

Deputies will be trained to the same level as the DSL.

The DSL and any deputies will liaise with the SSCP and Somerset Education Safeguarding Service to ensure that their knowledge and skills are updated via e-bulletins, attend DSL network meetings, and take time to read and digest safeguarding bulletins.

Other Training Considerations

- The governing body will ensure that at least one person on any appointment panel will have undertaken safer recruitment training, in line with School Staffing (England) Regulations 2009
- Members of the Senior Leadership Team will make themselves aware of and understand their role within the local safeguarding arrangements. This will ensure that those who have responsibility for the management of behaviour, inclusion, Special Educational Needs, attendance, and exclusions will carry out their duties with a safeguarding consideration.

The Designated Teacher for Children in Care will undergo appropriate training to fulfil their role to promote the educational achievement of registered pupils who are in care.

Additionally:

- Training around safeguarding topics in Annex B (including online safety) will be integrated, aligned, and considered as part of a whole school safeguarding approach.
- Appropriate colleagues have received appropriate training in relation to use of reasonable force and positive handling.

Safeguarding on the Curriculum

This school is committed to ensuring that pupils are taught about safeguarding, including online safety. We recognise that personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND children might be needed. This is part of a broad and balanced curriculum.

This includes:

- Working within statutory guidance in respect to Relationships and Sex Education (RSE) and Health Education; and Early Years Foundation Stage (EYFS) Statutory Framework
- Personal, Social, Health and Economic (PSHE) education, to explore key areas such as self-esteem, emotional literacy, assertiveness, power, building resilience to radicalisation, e-safety and bullying.
- Appropriate filters and monitoring systems are in place to ensure that 'over- blocking' does not lead to unreasonable restrictions as to what pupils can be taught about online teaching and safeguarding.
- The curriculum will be shaped to respond to safeguarding incident patterns in the setting identified by the Designated Safeguarding Lead and safeguarding team (e.g., to respond to an increase in bullying incidents).
- Providing engagement opportunities with parents and carers to consult on key aspects of the curriculum.

Safer Recruitment and Safer Working Practice

This school pays full regard to the required safer recruitment practices detailed in Keeping Children Safe in Education (2021; Part 3), which include:

- Scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. References are always obtained, scrutinised and concerns resolved satisfactorily before appointment is confirmed.
- Undertaking appropriate checks through the Disclosure and Barring Service (DBS), the barred list checks and prohibition checks (and overseas checks if appropriate), dependent on the role and duties performed, including regulated and non-regulated activity.
- All recruitment materials to include reference to this school commitment to safeguarding and promoting the well-being of pupils.

Use of Reasonable Force

Reasonable force refers to the physical contact to restrain and control children using no more force than is needed. The use of reasonable force is down to the professional judgement of the staff member concerned and will be determined by individual circumstances and the vulnerability of any child with Special Educational Needs or Disability (SEND) will be considered.

The use of reasonable force will be minimised through positive and proactive behaviour support and de-escalation and will follow government guidance outlined below:

- Use of Reasonable Force in Schools (2013)
- Reducing the need for restraint and restrictive intervention (2019)

There is robust recording of any incident where positive handling or restraint has been used. Further review of the incident is carried out to reflect on how the incident could be avoided, this will involve the child and their family.

The process around how the setting manages concerns where a professional may pose a risk to pupils and our response to low level concerns can be accessed in Allegations of Abuse Against Professionals section of this policy.

Whistleblowing Procedures

Staff are aware of the following whistleblowing channels for situations where they feel unable to raise an issue with the senior leadership team or feel that their genuine concerns are not being addressed:

- General guidance and advice on whistleblowing: https://www.gov.uk/whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can also call 0800 028 0285 or email help@nspcc.org.uk. Phone lines are open 8am to 8pm Monday to Friday.
- The above channels are accessible to all staff (in the staff handbook, code of conduct and staff notice boards).

Key Safeguarding Areas

Below are some themes that can impact on children and families:

- Children in the court system
- Children affected by parental offending/imprisonment
- Children missing from education (including persistent absence)
- Child Exploitation (including both Child Sexual Exploitation and Child Criminal Exploitation and county lines, modern day slavery and trafficking)
- Cybercrime
- Domestic Abuse
- Homelessness
- So-called Honour based Abuse (including Female Genital Mutilation and Forced Marriage),
- Online Safety
- Mental health
- Peer-on-peer abuse:
    - Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
    - Abuse in intimate personal relationships between peers.
    - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).

  - Sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence).
  - Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
  - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
  - Consensual and non-consensual sharing of nudes and semi-nude images and or videos (also known as sexting or youth produced sexual imagery).
  - Upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm; and
  - Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).
- Preventing Radicalisation (The Prevent Duty)
- Serious Youth Violence
- Substance Misuse
- Private Fostering
- Young Carers

Additional information about key safeguarding areas can also be found in Keeping Children Safe in Education (2021, Annex B) and on the NSPCC website - Types of Abuse.

Local safeguarding resources are also available via the Somerset Safeguarding Children Partnership website.

Part 2 – Procedures

Reporting Concerns

All staff are clear about recording and reporting concerns to the DSL/DSL Deputies in a timely way. In the case a pupil is in immediate danger, staff should phone the police.

All staff are aware of and follow the procedures to respond to a concern about a child detailed in Appendix B. This includes responses to peer-on-peer abuse and pupils who present with a mental health need.

At this school pupils can raise their concerns via the Safeguarding Leads and all members of staff within school and they will be treated seriously.

Information Sharing

This school is committed to have due regard to relevant data protection principles which allow for sharing and withholding personal information as provided for in the Data protection Act 2018 and UK General Data Protection Regulations. This includes how to store and share information for safeguarding purposes, including information which is sensitive and personal and should be treated as 'special category personal data'.

Staff at the setting are aware that:

- 'Safeguarding' and 'individuals at risk' is a processing condition that allows practitioners to share special category personal data.
- Practitioners will seek consent to share data where possible in line with Information Sharing for Safeguarding Practitioners 2018.

There may be times when it is necessary to share information without consent such as:

- To gain consent would place the child at risk,
- by doing so will compromise a criminal investigation,
- It cannot be reasonably expected that a practitioner gains consent,
- or, if by sharing information it will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent.

There are also times when this school will not provide pupil's personal data where the serious harm test under legislation is met, (by sharing the information the child may be at further risk). When in doubt this school will seek legal advice.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to

stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Identifying and Monitoring the Needs of Vulnerable Pupils

The DSL and Deputy DSLs will regularly review and monitor those students who have been identified as vulnerable. This can include reviewing attendance data, behaviour data, attainment data and safeguarding records. This is to ensure that:

- Proportionate and early interventions can be taken to promote the safety and welfare of the child and prevent escalation of harm
- Information about vulnerable pupils is shared with teachers and school and college leadership staff to promote educational outcomes
- Pupils who currently have, or have had, a social worker will have their academic progress and attainment reviewed and additional academic support will be provided to help them reach their full potential
- Reasonable adjustments are made in relation to school-based interventions – for example responding to behaviour.

Multi-Agency Working

This school will work together with appropriate agencies to safeguard and promote the welfare of children including identifying and responding to their needs. This is in compliance with statutory guidance Working Together to Safeguard Children 2018.

Occasions that warrant a statutory assessment under the Children Act 1989:

- If the child is in need under Section 17 of the Children Act 1989 (including when a child is a young carer and or subject to a private fostering arrangement)
- Or if the child needs protection under Section 47 of the Children Act 1989 where they are experiencing significant harm, or likely to experience significant harm.

Referrals in these cases should be made by the DSL (or Deputy DSLs) to Children's Social Care in the Local Authority in which that child resides.

Where the child already has a social worker, the request for service should go immediately to the social worker involved or, in their absence, to their team manager. If the child is a child in care, notification should also be made to Somerset's Virtual School.

This school will co-operate with any statutory safeguarding assessments conducted by children's social care: this includes ensuring representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences and core group meetings.

Additional Considerations

Where a pupil and/or their family is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC) meeting, the setting will contribute to the preparation, implementation, and review of the plan as appropriate.

In situations where a child in care may be put on to part time timetable, the school will consult with relevant agencies and the virtual school.

If a crime has been suspected or committed that involved the bringing of an offensive weapon on to the school site, the setting will liaise with the Police who will consider a proportionate response.

If there is a risk of harm, the police should be called via 999. For other concerns of criminality, the NSPCC's guidance When to Call the Police may be helpful or contact can be made with the local policing team by calling 101.

In the rare event that a child death occurs, or a child is seriously harmed, the individual Trust school will notify the Somerset Safeguarding Children's Partnership as soon as possible to ensure the appropriate action is taken.

Fixed-Term and Permanent Exclusions and Commissions Alternative Providers

This section should be read in conjunction with the Behaviour Policy.

When the fixed-term or permanent exclusion of a pupil is being considered and where additional vulnerabilities are identified it is important that the pupil's welfare is a paramount consideration.

The Headteacher will consider their legal duty of care when sending a pupil home as the result of an exclusion.

This school will exercise its legal duties in relation its use of such interventions. These include:

- Consideration of whether a statutory assessment should be considered in line with the Children Act 1989
- Decisions being made in an anti-discriminatory manner in line with the Equality Act 2010 and the SEND Code of Practice
- Consideration of the pupil's rights under the Human Rights Act 1998
- Interventions being consistent with statutory guidance School suspensions and permanent exclusions

Actions to take:

- An assessment of need should be undertaken with multi-agency partners with a view to mitigate any identified risk of harm, in line with Identifying and Monitoring the Needs of Vulnerable Pupils
- If the child is subject to a child protection plan or where there is an existing child protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude
- In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment must be completed prior to convening a meeting of the governing body

Commissioning Alternative Provision

In the event where this school commissions an Alternative Provision we will ensure clear agreement of roles and responsibilities to maintain safeguarding arrangements for pupils who are not taught on site.

This school will continue to be responsible for the safeguarding of that pupil and will make necessary checks on the provider to meet the needs of the pupil. Written confirmation from the Alternative provider will be obtained of the checks on staff that we would otherwise perform for our own staff.

Children Missing from Education

This section should read in conjunction with the Attendance Policy.

A pupil missing from education is a potential indicator of abuse or neglect, or maybe an indicator of need for Early Help support. Staff should follow procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions. These should be discussed with the DSL.

This school will follow the guidance detailed in Children Missing Education (2016) and Somerset Education Safeguarding Policy for Children Missing Education.

This will include notifying the local authority in which the child lives:

- of any pupil who fails to attend school regularly
- of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more

Elective Home Education

This school will notify the Local Authority of whenever a parent or carer chooses to withdraw their child from school to be educated at home. Any concerns about the suitability of home education will be shared with the Education Safeguarding Service. If there are significant

safeguarding concerns, appropriate action will be taken to ensure the right support is put in place to keep the child safe.

Responding to Incidents of Peer-on-Peer Abuse

All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Concerns regarding the welfare of pupils and any subsequent support process will be recorded and kept securely on their safeguarding file.

Examples of peer-on-peer abuse can be found in the Key Safeguarding Areas section of this policy. Peer-on-peer abuse can happen in any environment and is not restricted to school settings.

At this school:

- We have a zero-tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- We recognise that even if there are no reports of peer-on-peer abuse, that does not mean that it is not happening.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- Peer-on-peer abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to peer-on-peer abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

This school will handle initial reports of abuse by:

- Securing the immediate safety of pupils involved in an incident and sourcing support for other young people affected.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.

- ensuring that victims will never be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. They will never be made to feel ashamed for making a report.
- Ensuring the child's wishes are taken into consideration in any intervention and any action is taken to ensure safety of the target and other members of the wider peer cohort.
- Not promising confidentiality as it is highly likely that information will need to be shared with others.

A diagram outlining our process for responding to peer-on-peer abuse is available in Appendix B of this policy.

Responding to Incidents of Sexual Violence and Harassment

Reference to Keeping Children Safe In Education (2021, Part 5) and guidance Sexual violence and sexual harassment between children in schools and colleges 2021 should be made in relation to taking protective action.

This school will take the following actions when responding to incidents of sexual violence and sexual harassment:

- Incidents will be reported immediately to the DSL/Deputy DSL who will undertake further assessment of what action should be taken proportionate to the factors that have been identified
- The Brook Tool should be utilised to inform assessment of risk and what actions to subsequently take. This may include seeking specialist advice and guidance from the education psychology team
- Proportionate action will be taken and consideration given to whether a case can be managed internally or whether support from other support agencies is required
- When an incident involves an act of sexual violence (rape, assault by penetration, or sexual assault):
    - Cases will be reported to the police regardless of the age of criminal responsibility (10 years old)
    - A concurrent referral to Children Social Care must also be made
    - Children Social Care will determine whether an assessment is required under sections 17 or 47 of the Children Act 1989
    - Where the report includes an online element, the setting will follow the following government guidance Searching, Screening and Confiscation at School and Sharing Nudes and Semi-Nudes
- Risk assessments and or safety plans will be developed for individual children who have been involved in an incident. This should be reviewed regularly or every time there is an

occurrence of an incident. These should involve the child and parents/carers and address contextual risks.

Contextual Safeguarding Approach to Peer-on-Peer Abuse

This school will minimise the risk of peer-on-peer abuse taking place by adopting a contextual approach to safeguarding. This enables us and other support services to better identify high-risk groups, areas and environments within our community that increase the risk of abuse occurring and take appropriate action.

The DSL/Deputies will review and consider whether any practice or environmental changes can be made in relation to any areas for development. This might include making changes to staffing and supervision, making changes to the physical environment and considering the utilisation and delivery of safeguarding topics on the curriculum.

Responding to Allegations and Whistleblowing

Staff must report any concerns or allegations about a professional's behaviour (including supply staff, volunteers, and contractors) where they may have:

- behaved in a way that has harmed a child or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Further information on this topic is available in the Dealing with Allegations against staff policy and Whistleblowing policy, both can be found on the Preston Primary Academy Trust website. https://www.prestonprimaryacademytrust.co.uk/

Mental Health and Well-being

This school is committed to undertake the following:

- Early identification of vulnerability to mental health problems by reviewing attendance, behaviour, attainment, and safeguarding records at least on a termly basis.
- Ensure that pupils can report and share concerns
- Staff will follow a safeguarding process in terms of reporting concerns outlined in Appendix B so the DSL/Deputy DSLs (and wider members of the safeguarding team such as the SENDCo) can assess whether there are any other vulnerabilities can be identified and proportionate support considered.
- Staff will ensure the immediate health and safety of a pupil who is displaying acute mental health distress. This may require support from emergency services via 999 if the learner is at risk of immediate harm.

- DSLs/Deputies will consider whether a case can be managed internally, through early help, or should involve other agencies as required
- The setting will communicate and work with the pupil and parents/carers to ensure that interventions are in the best interests of the child.
- DSLs will liaise with staff to ensure reasonable adjustments are made and develop ways to support achieving positive educational outcomes.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem – DSLs and the senior Leadership Team should be able to access specialist advice through targeted services.

Contextual Safeguarding Approach to Mental Health

This school will ensure that preventative measures in terms of providing safeguarding on the curriculum will provide opportunities for pupils to identify when they may need help, and to develop resilience.

The setting will take a whole-school approach to:

- deliver high quality teaching around mental health and well-being on the curriculum
- having a culture that promotes mental health and well-being
- having an environment that promotes mental health and well-being
- making sure pupils and staff are aware of and able to access a range of mental health services
- supporting staff well-being
- And being committed to pupil and parent participation.

Online Safety

Online safety is an integrated and interwoven theme with other safeguarding considerations.

It is essential that the DSL takes a lead on ensuring that interventions are effective. This means co-ordinating support and engaging with other colleagues in the setting who may have more technological expertise such as the IT manager.

This school are committed to addressing online safety issues around content, contact, conduct and commerce. This includes:

- Ensuring that online safety is concerned in relevant policies and procedures
- Online safety is interwoven in safeguarding training for staff and safeguarding on the curriculum for pupils
- Acknowledging that peer-on-peer abuse can happen via mobile and smart technology between individuals and groups
- Provision of education via remote learning will comply with governmental advice Safeguarding and remote education during coronavirus

- The effectiveness of the setting's ability to safeguarding pupils in respect to filtering and monitoring, information security and access management alongside the above will be reviewed annually.

Appendices

Appendix A – Multi-agency contacts for safeguarding in education

- Table of contacts for safeguarding support
- Safeguarding contacts poster

Appendix B – Reporting concerns

- Reporting concerns flow chart (Somerset)
- Responding to peer-on-peer abuse and mental health problems flowchart

Appendix C – Dealing with a disclosure of abuse

Appendix D – Types of neglect and abuse

Appendix E – Special actions to take on topical safeguarding issues

Appendix F – COVID addendum policy in the event of a lock-down

Appendix A – Multi-Agency Contacts for Safeguarding in Education

If you have concerns about a child or young person in Somerset

If a child is at immediate risk call the POLICE	**Call the POLICE on 999**	
To make an URGENT referral (i.e., a child is likely to suffer or is suffering significant harm)	**Phone Somerset Direct on 0300 122 2224**	
To make a NON-URGENT referral, complete an Early Help Assessment and send to	Email SDInputters@somerset.gov.uk	
To raise concerns or ask for advice about radicalisation	Phone PREVENT DUTY on 01278 647466 or Email PreventSW@avonandsomerset.police.uk	
To liaise with the specialist Safeguarding Police unit	Phone the Lighthouse Safeguarding on 01278 649228	
DSL Consultation Line 0300 123 3078	**Early Help Hub** 01823 3555803	**Critical Incident Support** EPS SSE 01823 357000

If you have concerns about a professional working with a child

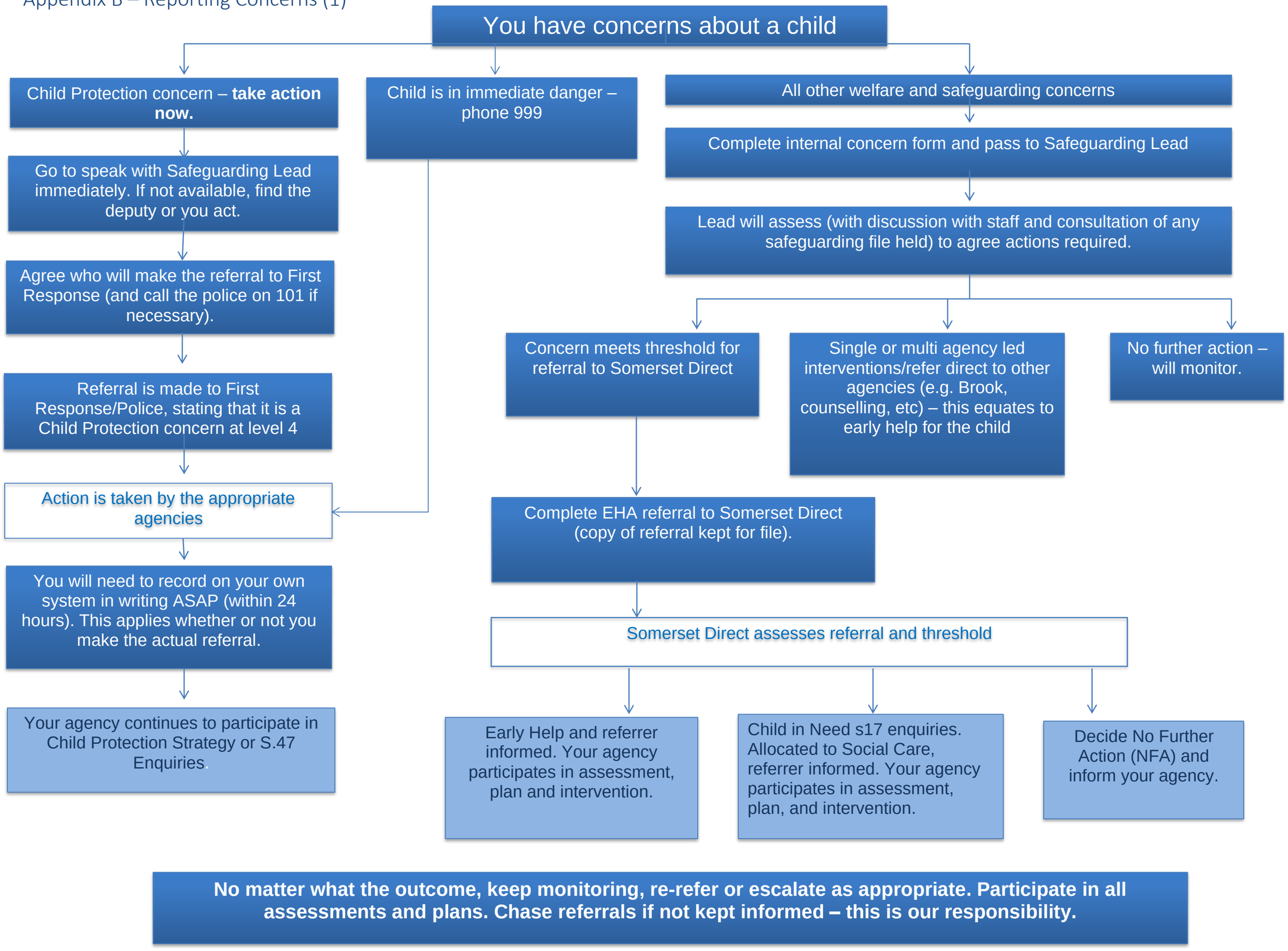
To raise concerns and ask for guidance in relation to the conduct of someone who works with children	**Local Authority Designated Officer (LADO)** **Anthony Goble 0300 122 2224**

For information and guidance relating to safeguarding practice, policy and procedures

Education Safeguarding Service	**Email ESS@somerset.gov.uk**
Child sexual exploitation & child criminal exploitation	**Operation Topaz (Avon and Somerset Police)** www.avonandsomerset.police.uk/forms/vul
Child Missing from Education	**Online notification form – Somerset County Council**

Children affected by Forced Marriage	**Forced Marriage Unit** Phone 020 7008 0151 Email fmu@fco.gov.uk
Online Safety Advice	**Professional Online Safeguarding Helpline** Phone 0344 381 4772 Email helpline@saferinternet.org.uk
Reporting online sexual abuse and grooming	**Child Exploitation and Online Protection Command** https://www.ceop.police.uk/ceop-reporting/
FGM advice	**NSPCC FGM Helpline** Phone 0800 028 3550 Email fgmhelp@nspcc.org.uk
Domestic Abuse Helpline	**Phone 0800 6949999**
Young Carers – advice and support	**Phone 0300 123 2224** **Email YoungCarersmailbox@somerset.gov.uk**
Whistleblowing professional policy	**NSPCC Whistleblowing hotline** Phone 0800 028 0285 Email help@nspcc.org.uk
Primary Mental Health Advice (CAMHS)	**Email CYP@somerset.org**

Appendix B – Reporting Concerns (1)



Appendix B – Reporting Concerns (2)

Safeguarding Response to Mental Health and Peer-on-peer

***All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation* (KCSIE, 2021)**

***All staff should recognise that children are capable of abusing their peers. All staff should be clear about their settings's policy and procedures with regard to peer-on-peer abuse* (KCSIE, 2021)**

There is a concern about a learner's mental health

You are made aware of an incident or pattern of peer-on-peer abuse

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. (KCSIE, 2020)

Secure the safety of the learner(s) involved and source support for any other young people affected

Record the concern/incident in line with your setting's safeguarding and child protection policy, DSL and deputies are notified

The concern is reviewed by the DSL and safeguarding team. Information should be cross-referenced with attendance, behaviour records, attainment and any safeguarding and child protection concerns.

Possible examples of peer-on-peer abuse

- **Bullying (and cyberbullying)**
- **Physical abuse**
- **Sexual violence and sexual harassment**
- **Upskirting**
- **Sexting (youth produced sexual imagery)**
- **Initiation/hazing type violence and**

Additional guidance used to respond to the concern:

- ***Mental health and behaviour in schools* (link)**
- ***Promoting children and young people's mental health and wellbeing* (link)**

Concern and need reviewed alongside learner and family

Concern can be managed internally through setting-based early help, support and signposting.

Concern requires additional support from a targeted agency or Primary Mental Health Specialist.

Child protection concern that requires a referral to social care for an assessment under s.17 or s.47 of the Children's Act 1989. School may also refer directly to CAMHs.

Outcomes

Additional guidance used to respond to the concern

- ***Advice for Schools and Colleges on Responding to Sexting Incidents* (link)**
- ***Sexual Behaviours Traffic Light Tool* (link)**
- ***Preventing and Tackling Bullying* (link)**
- ***NSPCC: When to call the police* (link)**

Outcomes

Concerns managed internally through pastoral support, contextual safeguarding, restorative approaches, RSE/PSHE. Setting informs parents/carers of incident and actions.

Repeat incidents or that of moderate concern – Setting liaises with parents/carers. Consider seeking consent and advice for targeted/specialist services to support all learners involved in the incident(s).

Clear child protection concerns/criminal issue. Make a referral to social care and/or the police for consideration of a statutory assessment.

All actions, risk assessments and responses should be recorded on the Safeguarding/Child Protection file. Plans/risk assessments should be reviewed every 2 months or on any occasion another concern is raised.

Appendix C – Dealing with a Disclosure of Abuse

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child Tell them you are pleased that they are speaking to you
- Never promise confidentiality Assure them that you will try to help but let the child know that you may have to tell other people in order to do this State who this will be and why
- Encourage the child to talk but do not ask "leading questions" or press for information Use 'Tell Me, Explain to me, Describe to me' (TED) questioning
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you Communicate that they have a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what they have told you It is essential to record all you have heard
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language Include any questions you may have asked Do not add any opinions or interpretations

It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

The Five Rs are helpful in understanding what professional's duties are in relation to responding to an incident.

Recognise – Respond – Reassure – Refer - Record

Appendix D – Types of Abuse and Neglect

The Department for Education's Tackle Child Abuse campaign has accessible videos to watch https://tacklechildabuse.campaign.gov.uk/

Abuse and neglect are defined as the maltreatment of a child or young person whereby someone may abuse or neglect a child by inflicting harm, or by failing to prevent harm. They may be abused by an adult or adults or by another child or children.

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. For children with Special Educational Needs and Disabilities (SEND) additional barriers can exist when identifying abuse and neglect, these include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND (KCSIE, 2021).

The following are the definition of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether the child is aware of what is happening or not. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Specific abuse and vulnerability concerns

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

For more information, refer to the Somerset's Children Missing in Education Policy. When children abscond from, or on route to/from, school, unexpectedly going missing from their registered school or education provider, parents/carers must be informed immediately and the Police involved where appropriate. When children (who are NOT on holiday and/or whose reason for absence is unknown) the absence is recorded as unauthorised and the education provider makes good attempts to find the child. Should the child not be found the case should be referred following the Child Missing in Education process. The CME referral process does NOT replace Safeguarding procedures for the reporting of Child Protection concerns, which must be observed at all times.

Missing Children MissingChildren@somerset.gov.uk

Elective Home Education Team EHETeam@somerset.gov.uk

Missing Children

Anyone under the age of 18 years is to be considered "missing" if he/she is absent from his/her place of residence without authority to a degree or in circumstances where the absence causes concern for safety of the child or a danger to the public" This includes children and young people who have been forced to leave home and those whose whereabouts are unknown and those who feel they have had to leave home (rather than making a positive choice to do so).

High risks concerns include where:

- The responsible adult has no indication when the child is likely to return
- The child develops a pattern of going missing repeatedly
- The child's location is unknown, or reason for absence is unknown and there is cause for concern for the child because of their vulnerability
- The child is at high risk of CSE/gangs
- The child is pregnant or has a young child
- The child has a history of suicidal thoughts or behaviours
- The child is at risk of radicalisation

Looked after children

The staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;

- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

The cross-government definition of domestic violence and abuse is:
Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
Advice on identifying children who are affected by domestic abuse and how they can be helped is available at: NSPCC- UK domestic-abuse Signs Symptoms Effects
Refuge what is domestic violence/effects of domestic violence on children
Safelives: young people and domestic abuse

Child and Adolescent Mental Health:

Good mental health and resilience are fundamental to our physical health, our relationships, our education and to achieving our potential. This is non-statutory advice which clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour - whether it is disruptive, withdrawn, anxious, depressed or otherwise - may be related to an unmet mental health need. Whist it considers the school environment it is also relevant for work within our residential provision.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help

including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

Special Education Needs and disabilities

There's a concern sometimes that, for children with SEN and disabilities, that their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, our staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.

So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Sexual violence and sexual harassment between children in schools and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a

line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.108 It may include:

    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and
    - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Fabricated or Induced Illness by Carer (FII)

FII is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

FII can cause significant harm to children. FII involves a well child being presented by a carer as ill or disabled, or an ill or disabled child being presented with a more significant problem than he or she has in reality and suffering harm as a consequence.

There are three main ways of the parent/carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history.
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents, and specimens of bodily fluids.
- Induction of illness by a variety of means.

The possibility of fabricated and induced illness should be considered where there are discrepancies between professional and parental perceptions of the child's needs or of any illness or disability and where there is a possibility of significant harm to the child. Where there are suspicions of FII in a child, the school's DSL must make a referral to Children's Social Care and/or the Police. Parents should not be informed of suspicions at this stage.

Child Exploitation, Sexual (CSE) and gangs, (also known as Child Criminal Exploitation)

There will be other circumstances which give cause for serious concern about the welfare of children; such as Child Sexual Exploitation (CSE).
The exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive something (e.g. food, accommodation, drugs, alcohol, cigarettes, affections, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities.
CSE can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones.
In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources.
Violence, coercion and intimidation are common; involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Peer on peer abuse including sexualised behaviour

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. 'Peer-on-peer' abuse can relate to various forms of abuse (not just sexual abuse and exploitation), and crucially it does not capture the fact that the behaviour in question is harmful to the child perpetrator as well as the victim.
It is an emerging area and can be complex to manage

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to children's services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

When considering whether behaviour is abusive, it is important to consider: Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or whether the perpetrator has repeatedly tried to harm one or more other children; or where there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying, upskirting or harmful sexual behaviour.

Peer-on-peer abuse can take many forms, including bullying (including cyber bullying); sexual violence; harassment; physical abuse and violence (e.g. hitting, kicking, shaking, biting); sexting and initiating/hazing-type* violence or rituals.

* Hazing or initiation ceremonies refers to the practice of rituals, challenges and other activities involving harassment. Hazing is seen in many different types of social groups, including gangs, sports teams and school groups.

Sexual violence and sexual harassment between children in schools and colleges can occur between two children of any age irrespective of their gender or sexual identity. It can occur through a group of children or young people sexually assaulting or harassing an individual or group of children.

Somerset County Council recommends that education settings use The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service to help professionals; assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool.

Guidance on responding to and managing sexting incidents can be found at: https://ceop.police.uk.

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the provision will:

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Develop robust risk assessments where appropriate (e.g. Using Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

Breast Ironing/Binding

Breast ironing (also known as breast flattening) is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or to disappear.
When a disclosure or signs of breast ironing are noted, staff should always alert the DSL immediately.

Faith Abuse

Faith abuse is linked to a belief in witchcraft or possession by spirits and demons. In such instances, physical and/or psychological violence may be used in order to "get rid" of the possessing spirit.

Child abuse is never acceptable in any community, in any culture, in any religion, under any circumstances. This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs."

Faith abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged "diagnosis" and "exorcism" may take place.

When a disclosure or signs of faith abuse are noted, staff should always alert the DSL immediately. In such situations, the DSL will always call Somerset Children's Social Care Emergency Duty Team on 0300 123 2224.

Extremism and Radicalisation

The UK Government defines extremism as: "The vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs" and/or "calls for the death of members of our armed forces, whether in this country or overseas."

Radicalisation is defined by the UK Government within this context as: "The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups."

We take the "Prevent" duty seriously and recognise that Safeguarding against extremism and radicalisation is no different from Safeguarding against any other vulnerability; it is about protecting children and young people from being groomed and exploited by others.

Historical Abuse

Historical abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity. Any reports of historic abuse made to Avon and Somerset Police must be to the Safeguarding Co-ordination Unit 01823 349037.

County Lines, Cross Borders, Gangs, Trafficking and Cuckooing.

These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or 'deal lines'. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing. . Getting involved in gang culture can have serious and potentially devastating consequences, with

dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that deems to be suspicious or involve drug dealing/crime/exploitation should be passed to the police on 101. Should young people thought to be involved the early help assessment is a useful tool. A request for involvement to CSC/police is needed if the child is at immediate risk of harm in such circumstances as:

- Their parents live overseas and they come to this country to attend school
- Their parents are ill and cannot look after them
- Their parents work away from home, possibly abroad
- Their parents have come to the UK to study or work and require someone to look after their children
- They are teenagers who are estranged from their families

Hate Crime

A Hate Incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender. If you, or anyone you know, has been called names, been bullied or had anything happen to them that you think may be because of one of these factors, then you should report this as a hate incident. Not all hate incidents will amount to criminal offences, but those that do become hate crimes.

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Sexting

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs or images, primarily between mobile phones. It may also include the use of a computer or any digital device. The provision will follow local procedures with police and Somerset Safeguarding Children's Board.

Online Abuse

This type of abuse happens on the web, through social networks, playing online games or using a mobile phone. Children and young people may experience cyberbullying, grooming, sexual abuse, sexual exploitation or emotional abuse. Children can be at risk of online abuse from people they know, as well as from strangers. Online abuse may be part of abuse that is

taking place in the real world (for example bullying or grooming). Or it may be that the abuse only happens online (for example persuading children to take part in sexual activity online).Children can feel like there is no escape from online abuse – abusers can contact them at any time of the day or night, the abuse can come into safe places like their bedrooms, and images and videos can be stored and shared with other people. eLIM is part of Support Services for Education. Support Services for Education provides a wide range of services to schools and other educational providers promoting educational excellence for all the children and young people of Somerset and beyond. To find out more about what we can offer you please visit our website www.SupportServicesforEducation.co.uk.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse, sexual exploitation or trafficking. Children and young people can be groomed online or face-to-face, by a stranger or by someone they know - for example a family member, friend or professional. Groomers may be male or female. They could be any age. Many children and young people don't understand that they have been groomed or that what has happened is abuse.

Upskirting

Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence.

Harmful Sexual Behaviour

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour.

HSB encompasses a range of behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Appendix E – Specific Actions to Take on Topical Safeguarding Issues

General or national guidance will not be included here. A summary of specific duties are in Keeping Children Safe in Education (2021, Annex B).

Links to local guidance can be found in Appendix A of this document.

In recognition that the threshold of child protection is 'likely to suffer' significant harm, this school may need to make a referral to children's social care. Where possible, this will involve notifying the parent/carer if it does not place the learner at further risk of harm. In all other circumstances information will be shared in line with the Information Sharing section of this policy.

It is also important to recognise the importance of liaising with other education settings who may have siblings attending. It is likely that they may hold additional information which will support early identification of harm and in turn develop your assessment of need.

Child Exploitation

Child exploitation encompasses both Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

This school will ensure that early help intervention is provided as soon as a concern of exploitation is identified. Discussion and advice will be sought from targeted services to consider what support may be available. The learner and their families will be part of any planning and interventions.

If the learner is at risk of CSE or there is intelligence which indicates that the learner or peer group are at risk of CSE, this school will share information with Operation Topaz (the police). This information will support proactive activity to disrupt criminal activity in relation to sexual exploitation.

If the learner is at risk of CCE information should be shared with Somerset's Violence Reduction Unit - The VRU can advise and support settings to manage risk. Targeted support maybe available to disrupt learners from getting involved with criminality.

Agencies will share 'Missing persons' notifications (which a learner is reported missing from home or care) with education settings with a view to support them to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive

educational outcomes. These should be stored securely on the learner's Safeguarding/Child Protection file.

Domestic Abuse

Operation Encompass is a national operation where local police forces notify when the police are called to an incident to domestic abuse. Avon and Somerset have their own version of this and will notify education settings through the Education Safeguarding Service whenever they have responded to a domestic abuse incident. This will enable the education setting to take proactive action and reasonable adjustments in relation to behaviour management and achieving positive educational outcomes.

Female Genital Mutilation

Government guidance on the mandatory duty to report FGM.

This is a legal duty for all professionals undertaking teaching work to report known cases of FGM to the police via 101. This is when they:

are informed by a girl under 18 that an act of FGM has been carried out on her; or
observe physical signs which appear to show that an act of FGM has been carried out on

These cases must be referred to the DSL who will support them to carry out their duty. It is also advised any referrals made to the police under the mandatory reporting duty is followed up with children's social care so an assessment of need and support is concurrently considered.

Online Safety

Annex D of Keeping Children Safe in Education highlights additional actions schools should take to keep learners safe online.

For concerns around individual cases where a child has been harmed through online mediums, advice and guidance can be made through the Professional Online Safeguarding Helpline, T: 0344 381 4772, E: helpline@saferinternet.org.uk

Where there have been established cases of online abuse or grooming, the school settings should alert - Child Exploitation and Online Protection command (CEOPS) https://www.ceop.police.uk/ceop-reporting/

Serious Youth Violence

To be read in conjunction with the above section around Child Criminal Exploitation. There has been local guidance issued on the issue of 'Offensive Weapons in Education Settings'.

It is important to note that should a weapon be used or there is threat of use, the police should be called immediately.

- The same day a weapon is found the school should call for a multi-disciplinary assessment of risk.
- Whilst it is acknowledged that the decision to exclude remains with the Headteacher/principal it is recommended that consultation with other agencies to ensure there is no further risks
- Alternatives to exclusions should be considered first in recognition that by doing so a learner it may be at further risk of harm out in the community.
- Police must be notified

Preventing Radicalisation - The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counterterrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard109 to the need to prevent people from being drawn into terrorism".110 This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare).

The guidance is set out in terms of four general themes:

- risk assessment,
- working in partnership,
- staff training, and
- IT policies.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child:

- under the age of 16 years (under 18, if disabled)
- by someone other than a parent or close relative (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)
- with the intention that it should last for 28 days or more.

Cases of private fostering arrangements must be reported to children's social care to ensure that needs are adequately made.

Statutory guidance states that this should be done at least 6 weeks before the arrangement is due to start or as soon as you are made aware of the arrangements. Not to do so is a criminal offence.

Further support and reasonable adjustments should be made by the education setting to promote achievement of positive educational outcomes.

Young Carers

A young carer is a person under 18 who regularly provides emotional and/or practical support and assistance for a family member who is disabled, physically or mentally unwell or who misuses substances.

Appendix F – COVID-19 Addendum in the Event of a Lock-Down

In the event of further Covid/Pandemic closures we will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of coronavirus.

This addendum of the Child Protection and Safeguarding policy contains details of our individual safeguarding arrangements in the following areas:

- Vulnerable children
- Attendance monitoring
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Children and online safety away from school and college
- Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID/19)
- Supporting children in school
- Elective Home Education (EHE)
- Contingency planning

Key contacts
Remain as per the Child Protection and Safeguarding Policy.

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989[1], including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

    - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
    - adopted children or children on a special guardianship order

- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

This school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: please see main Child Protection and Safeguarding policy.

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and PPAT school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, PPAT schools or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Attendance monitoring

We expect all pupils to attend school.

Parents or carers are expected to contact the school on the first day of the illness and inform us of the reason for absence so that the correct attendance codes can be used in every case of absence. We expect parents or carers to make contact to make us aware of the status of any COVID-19 tests that have become necessary and to update the school on the welfare of the pupil.

Schools will continue to record attendance following the latest guidelines. In compliance with the Remote Education, Temporary Continuity Direction[2] will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19).

Also, we will offer pastoral support to pupils who are:

- self-isolating
- shielding

- vulnerable (and off-school)

The Department for Education expects schools to grant applications for leave in exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should use a yellow form to report the concern to the headteacher.

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2021). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter this school, they will continue to be provided with a safeguarding induction.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

When recruiting new staff, this school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2021).

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity. [3]

Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the PPAT code of conduct. This school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID-19

This school is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust

communication plan is in place for that child or young person. Details of this plan must be recorded on MyConcern, along with all contacts with the family. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. This school and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

This school recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at this school need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

This school is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish. This school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

This school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and family.

This school will ensure that appropriate support is offered to all students with respect to their mental health.

Elective Home Education (EHE)

This school will encourage parents to send their children to school, particularly those who are vulnerable.

Where an application is made, the school will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.

Where we feel that there is additional cause for concern the Designated Safeguarding Lead will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as the school becomes aware of a parent's intention, or decision, to home educate.

This school will work with local authorities and, where possible, coordinate meetings with parents to seek EHE is being provided in the best interests of the child.

If a parent wants to admit their child to a this school, we will follow our normal processes for in-year admissions applications.

Contingency planning

This school will ensure that for individuals or groups of self-isolating pupils and pupils who are shielding, we follow government guidance related to coronavirus (COVID-19), remote education plans.

This school will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to the contingency framework, which has been updated and outlines how schools should operate in the event of any restrictions.